

SPAULDING JUNIOR HIGH

400 East Cartersville Highway
Lamar, S. C. 29069

GRADES 7-8 Middle School

ENROLLMENT 207 Students

PRINCIPAL Francine W. Knotts 843-326-5335

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	20	5

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

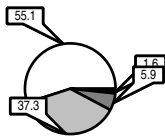
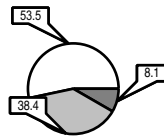
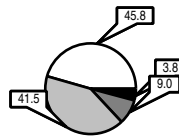
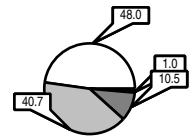
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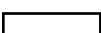
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Unsatisfactory	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Mathematics****English/Language Arts****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	12	75	34
Percent satisfied with learning environment	66.7%	54.1%	60.6%
Percent satisfied with social and physical environment	83.3%	66.7%	48.5%
Percent satisfied with home-school relations	54.5%	77.0%	64.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	201	100.0	53.5	38.4	8.1	N/A	8.1	17.6
Gender								
Male	120	100.0	63.0	34.3	2.8	N/A	2.8	17.6
Female	81	100.0	40.3	44.2	15.6	N/A	15.6	17.6
Racial/Ethnic Group								
White	57	100.0	48.0	40.0	12.0	N/A	12.0	17.6
African-American	142	100.0	55.6	37.6	6.8	N/A	6.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	159	100.0	50.7	39.3	10.0	N/A	10.0	17.6
Disabled	42	100.0	65.7	34.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	201	100.0	53.5	38.4	8.1	N/A	8.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	201	100.0	53.5	38.4	8.1	N/A	8.1	17.6
Socio-Economic Status								
Subsidized meals	163	100.0	60.3	32.9	6.8	N/A	6.8	17.6
Full-pay meals	38	100.0	28.2	59.0	12.8	N/A	12.8	17.6

Mathematics								
All students	201	100.0	55.1	37.3	5.9	1.6	7.6	15.5
Gender								
Male	120	100.0	57.4	38.0	4.6	N/A	4.6	15.5
Female	81	100.0	51.9	36.4	7.8	3.9	11.7	15.5
Racial/Ethnic Group								
White	57	100.0	42.0	48.0	8.0	2.0	10.0	15.5
African-American	142	100.0	60.2	33.8	4.5	1.5	6.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	159	100.0	47.3	43.3	7.3	2.0	9.3	15.5
Disabled	42	100.0	88.6	11.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	201	100.0	55.1	37.3	5.9	1.6	7.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	201	100.0	55.1	37.3	5.9	1.6	7.6	15.5
Socio-Economic Status								
Subsidized meals	163	100.0	60.3	33.6	5.5	0.7	6.2	15.5
Full-pay meals	38	100.0	35.9	51.3	7.7	5.1	12.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	106	N/A	53.3	37.1	9.5	N/A	9.5
	Grade 8	104	N/A	56.3	35.9	7.8	N/A	7.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	101	100.0	59.4	32.3	8.3	N/A	8.3
	Grade 8	100	100.0	47.2	44.9	7.9	N/A	7.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	106	N/A	74.3	20.0	3.8	1.9	5.7
	Grade 8	104	N/A	62.1	32.0	4.9	1.0	5.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	101	100.0	55.2	35.4	6.3	3.1	9.4
	Grade 8	100	100.0	55.1	39.3	5.6	N/A	5.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 207)				
Students enrolled in high school credit courses (grades 7 & 8)	9.7%	Down from 11.6%	7.5%	14.4%
Retention rate	N/A	N/A	3.8%	2.3%
Attendance rate	93.0%	Down from 97.3%	94.5%	95.2%
Eligible for gifted and talented	9.8%	Up from 6.3%	7.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.6%	Down from 26.5%	15.7%	14.1%
Older than usual for grade	3.9%	Down from 6.7%	6.6%	4.9%
Suspended or expelled	7.2%	Down from 9.8%	3.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	55.6%	Down from 60.0%	42.9%	47.1%
Continuing contract teachers	88.9%	Down from 90.0%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.8%	Down from 92.5%	80.7%	84.3%
Teacher attendance rate	89.9%	Down from 93.2%	94.6%	95.0%
Average teacher salary	\$42,120	Down 0.6%	\$39,039	\$39,924
Prof. development days/teacher	10.9 days	Down from 13.1 days	11.2 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	17.5 to 1	Up from 8.0 to 1	19.7 to 1	21.0 to 1
Prime instructional time	80.7%	Down from 87.5%	87.5%	88.9%
Dollars spent per pupil*	\$9,854	Up 0.9%	\$6,134	\$5,854
Percent spent on teacher salaries*	52.0%	Up from 51.9%	60.4%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, teachers and students at Spaulding Junior High worked hard to improve student achievement. Teachers participated in a variety of workshops designed to help them improve their knowledge of standards and skills in teaching. Among these were Standards In Practice, Tools for Teaching, Math Solutions, and Balanced Literacy. Students worked to improve their skills and PACT scores through participation in the after school tutoring classes, homework center, and the 21st Century Learning Lab.

Parents continued to support the school and the students through their active involvement in PSTA. During the 2002-2003 school year, the PSTA supported field trips, clubs and teams, and provided incentives for academic achievement. Parent involvement through the PSAT continues to be one of Spaulding's areas of strength.

Students participated in a variety of extra curricular activities designed to promote personal and social growth. These activities included Student Council, Junior Beta Club, Junior Civitan, and athletic teams. Students also participated in district and state initiatives such as Space Science Academy, Project citizen Initiative, and Winners' Circle Initiative. Mariette Dargan was named a Junior Scholar.

Spaulding Junior High, a Title I School wide site, continues to work hard to improve student learning. Each year teachers and students are involved in activities based on best research practices that promote teaching and learning.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.